DOCUMENT RESUME

ED 114 097 IR 002 727

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TITLE Program to Improve and Increase Student and Faculty Involvement in Library Use. Second Annual Progress Report to the Council on Library Resources and the National Endowment for the Humanities for the Year September 1, 1974-August 31, 1975.
INSTITUTION Colorado Univ., Boulder. Libraries.
SPONS AGENCY Council on Library Resources, Inc., Washington, D.C.; National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE Sep 75
NOTE 28p.; For a related document see ED 097 864

EDRS PRICE MF-$0.76 HC-$1.95 Plus Postage
DESCRIPTORS Economics; Higher Education; History; Information Utilization; *Library Instruction; Library Programs; Library Research; *Library Skills; *Library Surveys; Program Evaluation; Questionnaires; Search Strategies; Tables (Data); *University Libraries; Use Studies
IDENTIFIERS *University of Colorado

ABSTRACT

The library instruction program conducted at the University of Colorado consisted of classroom contact with students in the history and economics departments, and production of a slide tape. Evaluation instruments were developed for discovering present student and faculty library use and faculty attitudes toward the library, with the idea of comparing student use patterns before and after the library instruction program. The student questionnaire evaluated students' knowledge of systematic literature search techniques. Faculty were questioned on their own needs for information about library materials and search techniques, their surmises about student library knowledge and skills, and any instruction they may have given students about using the resources in their fields. Tables of data and copies of the questionnaire are included. (LS)

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ED114097

SECOND ANNUAL PROGRESS REPORT TO THE COUNCIL ON LIBRARY RESOURCES AND THE NATIONAL ENDOWMENT FOR THE HUMANITIES

FOR THE YEAR
SEPTEMBER 1, 1974 - AUGUST 31, 1975

PROGRAM TO IMPROVE AND INCREASE STUDENT AND FACULTY INVOLVEMENT IN LIBRARY USE

UNIVERSITY OF COLORADO LIBRARIES

BOULDER, COLORADO 80302

JOHN LUBANS, JR.

PROGRAM DIRECTOR

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BENEDICT LA BUE, HISTORY/REFERENCE LIBRARIAN

MILDRED NILON, HEAD, REFERENCE DEPARTMENT

GRANT NUMBER: EH 9299-73-306

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ED 098727

The past year (September 1, 1974 - August 31, 1975) has been one of making progress in both the instructional program and our understanding of it.

On October 14, 1974, Benedict La Bue was appointed as the History/Reference Librarian in the program, bringing us to full strength in the grant. He complements Susan Edwards, the Economics/Reference Librarian, who has been in the program since the beginning, September 1, 1973. Mr. La Bue spent the remainder of the Fall Semester orienting himself to the Libraries, working in the Reference Department and making initial contacts with History Department faculty. The Spring Semester was a busy one for him with 388 classroom contact hours. Susan Edwards had an equally busy year with over 850 contact hours in the Economics Department and the completion of her media production on the literature of Economics. This 20-minute slide tape will be used in this year's classroom presentations. Both librarians were faced frequently with the problem of being in demand almost <u>too</u> much, e.g., their time being monopolized by departmental students even when they were in the general reference department. An obvious reason for this demand would be their effective preparation of classroom assignments for use by classes with whom they met.

An interesting question in the program, now facing both librarians, is that of their <u>having gotten into</u> the classroom in front of students, <u>how does one change</u> the library use expectation of the teacher. That is to say, while we are exposing the students to good library skills, will the instructors demand that students consistently display these skills? We recognize that

without significant changes in what instructors expect of library use from students, the librarians will be faced with giving repetitious instruction to students. This is the basic dilemna encountered by librarians from grade school on. Instruction is given and given but with apparently little being remembered by the student. Only if demands are made upon the student by the professor regarding literature searching skills is there reason for the student to want to retain these skills, regardless of the good case librarians may make for students having these skills. Without follow through or expectation on the part of the faculty there is little reason for the student to perform beyond the basic level of library use -- and as a result there is little reason or basis from which librarians can move students up to more sophisticated levels of literature searching.

A major activity during the year was the development of a formative ("in process") evaluation program. (This evaluation is being done in addition to the obligatory summative report. While additional funding is still being sought for the formative evaluation we have decided to proceed because of the potential benefits not only to the Colorado Program but also to programs in educating library users elsewhere.) We have been fortunate in getting expert assistance in our evaluation program from the University's Office of Planning and Analysis, especially Ms. Jean Endo. Most of the evaluation has been a team effort among the program participants and is designed to provide insight into whether or not the program will have the desired effect. The evaluation plan involves two different questionnaires sent to two major groups, undergraduate students and faculty, and several subgroups. For students: all Economics and History undergraduates and a random sample of other undergraduates. And, for faculty, all Economics and History faculty

and a random sample of other instructors.

It is our intention to repeat the survey in the Spring, 1977 to see how the grant has affected information use patterns. The response from the various subgroups (inside and outside the grant program) will allow for "before" and "after" comparisons.

(At the University of Colorado, because of our multi-faceted library instructional programs, it is difficult to have a pure "control group;" that is, a group never exposed to bibliographic instruction. Nevertheless, we feel that the grant program is unique and intensive enough so that there should be significant differences achieved among the various groups.)

Here are examples (Tables 1-3) of the types of questions we have asked in the student survey. These questions are modelled after the objectives of the grant which include the student's learning and applying systematic literature search techniques. The response will indicate present levels of understanding and methodology (patterns of information seeking) and the "after" response should show what effect the library instruction has had. In other words, has there been a change in how students use the library?

Table 1 questions how students decide upon a topic for a term paper. (It should be noted as a questionnaire device that we do not ask for a single choice from the student but rather that the student indicate a response to each category listed.) Although no one choice is "wrong" as such, there are some obviously better than others. To find a term paper topic the random university-wide sample

group as shown here tends to browse in the library (30%), leaf through a textbook (21%) and asks instructors for suggestions (20%).

Table 2 is another step in the literature search technique, which deals with the steps and alternatives stressed in our presentation on the development of a thesis statement or hypothesis. That is to say, how do you go about refining the topic on which you would like to write a paper? A significantly premature step taken by the random sample group is revealed in the response. 81% usually go to the subject card catalog. This is done with only 38% usually doing background reading in subject encyclopedias. Within our teaching of literature searching techniques emphasis is placed on the doing of background reading by students in order to get not only additional references to their topic but also to refine their topic to a manageable form. 37% take the browsing approach in the stacks which, serendipity aside, is probably the most inefficient way to refine a topic.

Table 3 refers to the steps a student might take in finding relevant books. How does the student find books on his topic? Again it is usually through the direct approach (82%) to the subject card catalog. Oddly enough, 46% claim to usually look in the Library of Congress List of Subject Headings. (This is contrary to most librarians' experience - perhaps students are confusing what they think they should be doing with what they are doing.)

TABLE 1

WHEN YOU DO A TERM PAPER, FOR WHICH NO EXACT TOPIC HAS BEEN ASSIGNED, WHAT DO YOU DO TO FIND A TOPIC?

	Usually	Sometimes	Never
A. Ask the instructor for suggestions.	(20)	(61)	(20)
B. Leaf through your text book.	(21)	(66)	(13)
C. Browse in the library and read through other books on the subject.	(30)	(47)	(23)
D. Ask a friend or classmate for ideas.	(8)	(60)	(32)
E. Ask a librarian.	(8)	(26)	(66)

CLR - NEH STUDENT SURVEY

(Random sample response N = 405)

TABLE 2

ONCE YOU HAVE DECIDED UPON THE TOPIC, DO YOU:

	USUALLY	SOMETIMES	NEVER
A. DO BACKGROUND READING IN SUBJECT ENCYCLOPEDIAS AND/OR GENERAL WORKS ON THE TOPIC.	(38)	(47)	(15)
B. BROWSE IN THE STACKS TO FIND APPROPRIATE MATERIAL.	(37)	(37)	(26)
C. ASK YOUR PROFESSOR FOR HELP.	(12)	(56)	(32)
D. GO TO THE SUBJECT CARD CATALOG TO FIND BOOKS ON YOUR TOPIC.	(81)	(17)	(2)
E. ASK FRIENDS FOR SUGGESTIONS.	(7)	(53)	(39)
F. ASK A LIBRARIAN FOR HELP.	(14)	(52)	(34)

CLR - NEH STUDENT SURVEY

(RANDOM SAMPLES RESPONSE, N = 405)

TABLE 3

ONCE YOU HAVE YOUR TERM PAPER TOPIC WELL DEFINED, HOW DO YOU FIND BOOKS ON THE TOPIC?

	USUALLY	SOMETIMES	NEVER
A. ASK YOUR INSTRUCTOR FOR RECOMMENDATIONS.	(12)	(55)	(33)
B. ASK A LIBRARIAN.	(10)	(49)	(41)
C. BROWSE THROUGH THE LIBRARY'S BOOKS UNTIL YOU FIND THE ONES THAT DEAL WITH YOUR TOPIC.	(19)	(32)	(50)
D. CHECK THE LIBRARY OF CONGRESS' LIST OF SUBJECT HEADINGS FOR POSSIBLE SUBJECT HEADINGS.	(46)	(21)	(32)
E. GO TO THE SUBJECT CARD CATALOG AND LOOK UNDER WHAT YOU THINK THE TOPIC WILL BE UNDER.	(82)	(16)	(2)

CLR - NEH STUDENT SURVEY

(RANDOM SAMPLE N = 405)

Another "inefficiency" example is that of (19%) frequently browsing through the library's books. If the program has the desired effect, improvements should be evident in the "after" survey in student information use techniques.

Some analysis of the "before" study of the Faculty has been completed. The survey yielded a response of just under 50% with 58 respondents and a tabulation has been done using a statistical package program. Table 4, an example of the output from the computer analysis, shows the response in real numbers and percentages for the Economics, History and random sample groups and the total response. The topic analyzed in Table 4 is part "b" of the response to "Key factors in improving and increasing the students' use of library resources are:" Part b suggests as a key factor, "Improvements in the physical access to and availability of library resources." The total score is 71.7 "yes" and 28.3 "no".

Three samples (out of 23) of the types of questions asked of faculty members are shown in tables 5-7. In addition, the combined percentage response from the Economics, History and random groups are shown. Table 5 reveals the instructors' opinion on what might improve student library use. The consensus of the group is that the items in this question are indeed "key factors" in improving and increasing use. Brighter, more interested students are not necessarily the answer (42.9% yes, 57.1% no). However, among the three subgroups History faculty felt that "yes" (77.8%) brighter more interested students are indeed a key factor.

Table 5 also indicates in item E that very few faculty believe that students have the necessary library skills (95.8% say no). The strong response to item G (80.8% yes, 19.2% no) could be interpreted at

UNIVERSITY OF COLORADO COMPUTING CENTER

"STATISTICAL PACKAGE FOR THE SOCIAL SCIENCES"

TABLE 4

TABULATION OF PART B OF THE QUESTION: "KEY FACTORS IN IMPROVING AND INCREASING THE STUDENTS' USE OF LIBRARY RESOURCES ARE:"

PART B STATES IMPROVEMENTS IN THE PHYSICAL ACCESS TO AND AVAILABILITY OF LIBRARY RESOURCES.

FACULTY STUDY

FILE NONAME (CREATION DATE = 75/04/11.)

C R O S S T A B U L A T I O N

VAR147 by VAR098

VAR147		1.00 (yes)	2.00 (no)	ROW TOTAL
1.00	COUNT	8	2	10
	ROW PCT	80.0	20.0	18.9
ECONOMICS FACULTY	COL PCT	21.1	13.3	
	TOT PCT	15.1	3.8	
2.00	COUNT	7	2	9
	ROW PCT	77.8	22.2	17.0
HISTORY FACULTY	COL PCT	18.4	13.3	
	TOT PCT	13.2	3.8	
3.00	COUNT	23	11	34
	ROW PCT	67.6	32.4	64.2
RANDOM FACULTY	COL PCT	60.5	73.3	
	TOT PCT	43.4	20.8	
COLUMN TOTAL		38	15	53
		71.7	28.3	100.0

numerical response

percentages

TOTAL PERCENTAGES

RAW CHI SQUARE = .77856 WITH 2 DEGREES OF FREEDOM. SIGNIFICANCE = .6775

CRAMER'S V = .12120

CONTINGENCY COEFFICIENT = .12032

KENDALL'S TAU B = .11579

KENDALL'S TAU C = .10680

GAMMA = .26732

SOMER'S D = .13158

NUMBER OF MISSING OBSERVATIONS = 5

Statistical Computations

TABLE 5

KEY FACTORS IN IMPROVING AND INCREASING THE STUDENTS' USE OF LIBRARY RESOURCES ARE:

	Yes	No
A. GRADING OF TERM PAPERS AND PROJECTS TO INCLUDE BIBLIOGRAPHIC QUALITY (VARIETY AND SUITABILITY OF MATERIALS USED).	77.4	22.6
B. IMPROVEMENTS IN THE PHYSICAL ACCESS TO AND AVAILABILITY OF LIBRARY MATERIALS.	71.7	28.3
C. BRIGHTER, MORE INTERESTED STUDENTS.	42.9	57.1
D. IMPROVEMENT IN LIBRARY'S BOOK AND PERIODICAL COLLECTION.	83.0	17.0
E. NOT APPLICABLE SINCE MOST STUDENTS ARE ABLE TO USE THE LIBRARY.	4.2	95.8
F. CHANGE IN TEACHING METHODS (LESS EMPHASIS ON LECTURE-TEXTBOOK APPROACH).	66.0	34.0
G. FORMAL INSTRUCTION IN LIBRARY SKILLS AND TECHNIQUES.	80.8	19.2

CLR - NEH FACULTY SURVEY

TOTAL OF RANDOM, ECONOMICS AND HISTORY GROUPS IN PERCENTAGES

TABLE 6

A REVIEW OF REFERENCE SOURCES APPLICABLE TO UNDERGRADUATES AND LITERATURE SEARCHING TECHNIQUES WOULD:

	AGREE	DISAGREE
A. REACQUAINT ME WITH THE REFERENCE TOOLS USEFUL TO UNDERGRADUATES.	75.0	25.0
B. REACQUAINT ME WITH THE LITERATURE SEARCHING TECHNIQUES SUITABLE FOR UNDERGRADUATES.	82.2	17.8
C. I AM ALREADY FAMILIAR WITH ALL THE IMPORTANT LIBRARY SOURCES FOR UNDERGRADUATES.	35.9	64.1

IF SUCH A REVIEW WERE OFFERED BY THE LIBRARY, WOULD YOU PARTICIPATE:

69.4 YES 30.6 NO

CLR - MEH FACULTY SURVEY

TOTAL OF RANDOM, ECONOMICS AND HISTORY GROUPS IN PERCENTAGES.

TABLE 6

A REVIEW OF REFERENCE SOURCES APPLICABLE TO UNDERGRADUATES AND LITERATURE SEARCHING TECHNIQUES WOULD:

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A. REACQUAINT ME WITH THE REFERENCE TOOLS USEFUL TO UNDERGRADUATES.	75.0	25.0
B. REACQUAINT ME WITH THE LITERATURE SEARCHING TECHNIQUES SUITABLE FOR UNDERGRADUATES.	82.2	17.8
C. I AM ALREADY FAMILIAR WITH ALL THE IMPORTANT LIBRARY SOURCES FOR UNDERGRADUATES.	35.9	64.1

IF SUCH A REVIEW WERE OFFERED BY THE LIBRARY, WOULD YOU PARTICIPATE:

69.4 YES 30.6 NO

CLR - NEH FACULTY SURVEY

TOTAL OF RANDOM, ECONOMICS AND HISTORY GROUPS IN PERCENTAGES.

TABLE 7

HAVE YOU, IN THE LAST YEAR, HAD A LIBRARIAN IN TO YOUR CLASSES TO EXPLAIN LIBRARY RESOURCES AND LITERATURE SEARCHING TECHNIQUES:

23.2* YES 76.8 NO

IF NOT, WHICH OF THE REASONS APPLY:

	YES	NO
A. STUDENTS SHOULD KNOW THE SOURCES OR FIND OUT INDEPENDENTLY.	27.8	72.2
B. MATERIAL IS COVERED IN CLASS.	35.7	64.3
C. LIBRARIANS USUALLY DO NOT HAVE A SUITABLE BACKGROUND IN MY SUBJECT AREA.	15.2	84.8
D. CURRICULUM IS TOO FULL.	52.8	47.2
E. STUDENTS ARE REFERRED TO LIBRARY REFERENCE DEPARTMENT.	75.0	25.0

CLR - NEH FACULTY SURVEY

TOTAL OF RANDOM, ECONOMICS AND HISTORY GR UPS IN PERCENTAGES.

*STRONG INFLUENCE OF HISTORY AND ECONOMICS

least three ways: That students be instructed in library skills by librarians or perhaps by instructors or by both as a team.

Table 6 suggests that instructors might benefit from and be receptive to bibliographic instruction themselves. We struggled several times with different phrasing for this question because of the implied suggestion that this type of knowledge might be lacking on the part of the faculty. The response to a review being offered by the library to the faculty is quite encouraging since almost 70% said they would take part in such a review. Although we realize what we would be offering is a review of undergraduate reference sources we see this as an opportunity to easily move into instruction of the faculty member of resources that they would find of interest and value on their own level.

Why more instructors do not call upon librarians to help in explaining library resources and literature searching techniques is explained by Table 7's response. The two leading reasons are that the course is already too full (52.8 agree) and besides, students are referred to the Reference Department (75.0% agree).

Examples of the two questionnaires used during the Spring 1975 and to be used during 1977 are attached as Appendixes 1 and 2.

Monthly statistics for classroom and departmental contacts are being reported on the attached form (Appendix III.).

Spreading the word.

Program participants spoke on the bibliographic instruction aspects of the grant as follows:

Ben La Bue - American Library Association, Midwinter Conference, January 1975

John Lubans, Jr. - Academic Library Association of Ohio Conference on Bibliographic Instruction The College of Wooster, Wooster Ohio April 24 and 25, 1975 (In press)

Susan Edwards -
Ben La Bue - Fifth Annual Conference on Library Orientation for Academic Libraries Eastern Michigan University, Ypsilanti, Michigan May 15-17, 1975 (In press)

Charles Middleton - participant at Fifth Annual Conference on Library Orientation for Academic Libraries, Eastern Michigan University, Ypsilanti, Michigan May 15-17, 1975

The Program Director travelled to England to visit selected library user education programs in British universities. (This was done with the partial support of grant funds). Areas of investigation included the following:

1. Appraisal or evaluation techniques employed by these libraries in measuring the impact and effectiveness of their programs.
2. Cooperative production of slide/tape instructional programs (e.g. Lit. of Economics, etc.) among SCONUL libraries. (The study especially involved the use of these programs among member libraries.)

3. The integration of bibliographic instruction techniques into course work by non-librarian instructors at British universities.
4. The "common" area of skills to be learned by students given bibliographic instruction. The areas of knowledge felt to be "universally" needed by library users.
5. Secondary schools' teaching of library skills to pre-university students.

The study (now in draft form) will be reported in the library literature to promote the findings that may have relevance to bibliographic instruction programs. A variety of ideas and materials relevant to the grant program was obtained on this visit.

Appendix I

UNIVERSITY OF COLORADO LIBRARIES

BOULDER, COLORADO 80302

March 28, 1975

Dear Faculty Member:

The University of Colorado Libraries have received a five-year research grant from the Council on Library Resources-National Endowment for the Humanities to improve and increase undergraduate's use of the library. In order to more fully understand the present library use of students, and to measure any change due to the grant, we will need your opinions on how and why students now use the library.

We are sampling the Boulder campus faculty with this questionnaire. Your response is essential to our study.

Please fill out the questionnaire and return it to the departmental secretary in the attached envelope by April 2, 1975. We will be by to pick it up on Thursday, April 3.

We apologize for the rush. It is due to scheduling difficulties for keypunching and tabulating the response.

Thank you for your help in the study.

Sincerely yours,

John Lubans, Jr.
Assistant Director for
Public Services and
Project Director

JL/eff

Attachments

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COUNCIL ON LIBRARY RESOURCES - NATIONAL ENDOWMENT FOR THE HUMANITIES

SURVEY OF UNIVERSITY OF COLORADO FACULTY

ON UNDERGRADUATE LIBRARY SKILLS

1. How do you rate your undergraduate students' ability to make use of library resources for research and term paper projects. (Please check one.)

   a. Good _____
   b. Fair _____
   c. Poor _____

2. When you assign a paper or project do you assume that the student knows how to use library resources:

Lower Division			Upper Division		
Yes	No	Don't Know	Yes	No	Don't Know
___	___	___	___	___	___

3. A student should use the following reference sources when doing a term paper: (Please answer all.)

	Lower Division			Upper Division		
	Yes	No	Don't Know	Yes	No	Don't Know
a. bibliographies	___	___	___	___	___	___
b. periodical indexes and abstracting services	___	___	___	___	___	___
c. subject dictionaries and encyclopedias	___	___	___	___	___	___
d. indexes to government publications	___	___	___	___	___	___
e. primary sources	___	___	___	___	___	___
f. other _____	___	___	___	___	___	___

4. Student papers offer evidence that students know and use these tools (indexes, bibliographies, handbooks):

   Most do _____
   Some do _____
   Most don't _____

5. If you assign projects which require the use of library resources, which of the following do you use as assignments in your classes: (Please answer all.) If you usually do not assign such projects, go to question 6.

	Lower Division			Upper Division		
	Freq.	Occas.	Never	Freq.	Occas.	Never
a. short term paper	17	___	___	17	___	___
b. research paper	198	___	___	20	___	___
c. bibliographic essay	21	___	___	22	___	___
d. review of the literature	23	___	___	24	___	___
e. annotated bibliography	25	___	___	26	___	___
f. gathering and interpretation of statistical data	27	___	___	28	___	___
g. book or journal article reviews	29	___	___	30	___	___
h. other _____	___	___	___	___	___	___

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6. If you NORMALLY DO NOT assign projects which use library resources, is it because: (Please answer all.) (If you answered question 5, skip this one.)

	Lower Division		Upper Division	
	Yes	No	Yes	No
a. classes are too large	___	___	___	___
b. plagiarism is too common and difficult to combat	___	___	___	___
c. the quality of writing is usually below accepted standards	___	___	___	___
d. the quality of research is usually below accepted standards	___	___	___	___
e. students should spend their time learning the information presented in class, in their readings and in labs	___	___	___	___
f. too difficult to grade	___	___	___	___
g. library resources are inadequate	___	___	___	___
h. not enough teaching faculty to guide the students adequately	___	___	___	___
i. many students do not like papers or projects	___	___	___	___
j. need more librarians who have specialized knowledge in my field	___	___	___	___

7. Projects and papers which utilize library resources ideally should: (Please answer all.)

	Strongly Agree	Agree	Strongly Disagree	Disagree
a. deepen students understanding of the subject matter	___	___	___	___
b. help students learn how the literature of a discipline is organized	___	___	___	___
c. expose students to a wider variety of opinions than they get in assigned readings and lectures	___	___	___	___
d. teach the reference sources available in a field	___	___	___	___
e. help the student to apply the information from lectures and readings	___	___	___	___
f. help students evaluate conflicting opinions	___	___	___	___
g. give students a feeling for literature research methodology in the field	___	___	___	___

8. If you usually require a bibliography in assigned papers, do you check the bibliography for: (Please answer all.) If you do NOT require a bibliography, go to question 9.

	Usually	Occasionally	Never
a. proper form	___	___	___
b. suitability of types of materials for (i.e. primary, journal, government) the topic	___	___	___
c. length	___	___	___
d. suitability of specific titles of books and magazines or journal articles	___	___	___
e. other _____	___	___	___

8a. If the student fails to prepare a bibliography, what action do you take: (Please answer all.)

	Yes	No
a. assign a lower grade	___	___
b. assign an incomplete grade	___	___
c. no action	___	___
d. other_____	___	___

9. Do you explain to your classes the indexes, bibliographies, handbooks, etc. available in the field:

___Usually ___Occasionally ___Never (Go to question 10)

9a. If usually or occasionally, how: (Please answer each.)

	Lower Division			Upper Division		
	Usua.	Occas.	Never	Usua.	Occas.	Never
a. during individual consultation	___	___	___	___	___	___
b. by devoting a class period to instruction of this type	___	___	___	___	___	___
c. by devoting a portion of a class period	___	___	___	___	___	___
d. by devoting more than one class period to this type of instruction	___	___	___	___	___	___
e. other _____	___	___	___	___	___	___

10. If you DO NOT explain resources in the field, how do you expect students to learn to use the library: (If you answered question 9a., skip this one.)

	Agree	Disagree
a. by asking a librarian	___	___
b. by learning it in other classes	___	___
c. by learning it in high school	___	___
d. by picking it up by themselves	___	___
e. from other students	___	___
f. other_____	___	___

11. How many hours would it take to teach basic library resources and literature searching techniques to undergraduates in your discipline (e.g. Economics, Psychology):

a. none _____
b. 1 hour _____
c. 1 - 3 hours _____
d. 4 - 6 hours _____
e. 6 - 8 hours _____
f. 8 hours or more _____

12. Formal instruction in library skills and techniques should be presented (please rank the top 3 in order of importance, i.e. 1 = most important, 2 = second most important, 3= third most important):

a. in a required class taken by all students in the university _____
b. within each individual class by the instructor _____
c. within each individual class by a librarian in collaboration with the instructor _____
d. as a credit course in the department taught by an instructor _____
e. as a non-credit course taught by an instructor _____
f. formal instruction is not needed _____
g. other _____ _____

13. This formal instruction should take place at:

	Yes	No
Lower Division	___	___
Upper Division	___	___
Both	___	___

14. Key factors in improving and increasing the students' use of library resources are: (Please answer all.)

		Yes	No
a.	grading of term papers and projects to include bibliographic quality (variety and suitability of materials used)	___	___
b.	improvements in the physical access to and availability of library materials	___	___
c.	brighter, more interested students	___	___
d.	improvement in library's book and periodical collection	___	___
e.	not applicable since most students are able to use the library	___	___
f.	change in teaching methods (less emphasis on lecture-textbook approach	___	___
g.	formal instruction in library skills and techniques	___	___
h.	other (please specify) _____	___	___

Please respond to this statement in items 15 - 18. Thank you.

In Reform on Campus, the Carnegie Commission on Higher Education has stated: "The teaching of existing knowledge becomes comparatively less essential to the task of higher education, and the imparting of skills for continuing self-education comparatively more, particularly in independent study and through the library."

15. Referring to the above statement, do you: (check one)

strongly agree _____
agree _____
disagree _____ } (go to
strongly disagree _____ } question 15a.)

15a. With which part of the statement do you disagree:

		Yes	No
a.	the teaching of existing knowledge should become less essential...	___	___
b.	the imparting of skills for continuing self education through use of libraries and independent study should become more essential	___	___

16. Independent study is a viable way to impart skills for future learning:

_____Yes _____No (go to 16a.)

16a. If no, is it because: (Please answer all.)

		Yes	No
a.	not enough teaching faculty to guide the students	___	___
b.	most students are not interested	___	___
c.	does not teach existing knowledge in a satisfactory manner	___	___
d.	does not impart skills for continuing education	___	___
e.	other _____	___	___

17. Do the following assignments impart both subject knowledge and skills for self education: (Please check all.)

		Lower Division		Upper Division	
		Yes	No	Yes	No
a.	term paper	114	___	115	___
b.	research paper	116	___	117	___
c.	review of the literature	118	___	119	___
d.	bibliographic essay	120	___	121	___
e.	annotated bibliography	122	___	123	___
f.	book or journal article review	124	___	125	___

18. In their courses students are <u>now</u> getting the research skills necessary to locate information in their field of interest after they graduate: (Please answer all.)

Lower Division	Upper Division
_____ Usually	_____ Usually
_____ Occasionally	_____ Occasionally
_____ Rarely	_____ Rarely

19. A review of reference sources applicable to undergraduates and literature searching techniques would:

	Agree	Disagree
a. reacquaint me with the reference tools useful to undergraduates	_____	_____
b. reacquaint me with the literature searching techniques suitable for undergraduates	_____	_____
c. I am already familiar with all the important library sources for undergraduates	_____	_____

20. If such a review were offered by the library, would you participate:

_____Yes _____ No

21. In YOUR graduate work, were you instructed in the use of library resources through: (Please check all.)

	Yes	No
a. a graduate course in or part of a course in library research taught by (___Departmental Faculty, or ___Librarian?)	___	___
b. informal consultation with professor	___	___
c. informal consultation with librarian	___	___
d. picked up on my own	___	___

22. Have you, in the last year, had a librarian in to your classes to explain library resources and literature searching techniques:

_____Yes _____No (go to 22a.)

22a. If not, which of the reasons apply: (Please check all.)

	Yes	No
a. students should know the sources or find out independently	___	___
b. material is covered in class		
c. librarians usually do not have a suitable background in my subject area	___	___
d. curriculum is too full	___	___
e. students are referred to library reference department	___	___
f. other _____	___	___

23. This last question is about you. (Please complete all.)

a. your academic rank _____
b. years of college or university teaching experience _____
c. average number of students in your undergraduate classes _____
d. average number of undergraduate courses taught each year _____
e. your department _____

- THANK YOU -

(CLR-NEH 3-26-75)

Appendix II

UNIVERSITY OF COLORADO LIBRARIES
USE QUESTIONNAIRE

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1. How often do you use the University's libraries? (check one)

   a. 4-5 times per week. [ ]
   b. 1-3 times per week. [ ]
   c. once per month. [ ]
   d. only when a term paper is required. [ ]
   e. I do not use the library. [ ]

2. For what purpose do you use the library?

	Usually	Sometimes	Never
a. studying your own material.	[ ]	[ ]	[ ]
b. reserve reading.	[ ]	[ ]	[ ]
c. obtaining information for class assignments.	[ ]	[ ]	[ ]
d. social reasons (meet friends).	[ ]	[ ]	[ ]
e. pleasure reading.	[ ]	[ ]	[ ]
f. researching topics of interest (non-class related)	[ ]	[ ]	[ ]
g. other _____ (please specify)	[ ]	[ ]	[ ]

3. Do your class assignments generally require the use of the library other than reserve reading?

   [ ] Yes [ ] No

4. Do you think your course work is preparing you to develop library research techniques in your field?

   [ ] Yes [ ] No

5. When you do a term paper, for which no exact topic has been assigned, what do you do to find a topic?

	Usually	Sometimes	Never
a. ask the instructor for suggestions.	[ ]	[ ]	[ ]
b. leaf through your text book.	[ ]	[ ]	[ ]
c. browse in the library and read through other books on the subject.	[ ]	[ ]	[ ]
d. ask a friend or classmate for ideas.	[ ]	[ ]	[ ]
e. ask a librarian.	[ ]	[ ]	[ ]
f. other _____ (please specify)			

6. Once you have decided upon the topic, do you:

	Usually	Sometimes	Never
a. do background reading in subject encyclopedias and/or general works on the topic.	[ ]	[ ]	[ ]
b. browse in the stacks to find appropriate material.	[ ]	[ ]	[ ]
c. ask your professor for help.	[ ]	[ ]	[ ]
d. go to the subject card catalog to find books on your topic.	[ ]	[ ]	[ ]
e. ask friends for suggestions.	[ ]	[ ]	[ ]
f. ask a librarian for help.	[ ]	[ ]	[ ]
g. other _____ (please specify)			

7. When you look for periodical (e.g. magazine or journal) articles on a particular subject, do you:

	Usually	Sometimes	Never
a. ask your instructor for recommendations.	[ ]	[ ]	[ ]
b. ask a librarian to help you.	[ ]	[ ]	[ ]
c. browse through various journals until you find an article you can use.	[ ]	[ ]	[ ]
d. use an index that covers periodicals pertinent to your topic.	[ ]	[ ]	[ ]
e. other _____ (please specify).	[ ]	[ ]	[ ]

over please

8. Once you have your term paper topic well defined, how do you find books on the topic?

	Usually	Sometimes	Never
a. ask your instructor for recommendations.	[ ]	[ ]	[ ]
b. ask a librarian.	[ ]	[ ]	[ ]
c. browse through the library's books until you find the ones that deal with your topic.	[ ]	[ ]	[ ]
d. check the Library of Congress' List of Subject Headings for possible subject headings.	[ ]	[ ]	[ ]
e. go to the subject card catalog and look under what you think the topic will be under.	[ ]	[ ]	[ ]

9. Can you determine the subject of a book by looking it up in the Author/Title card catalog?

[ ] Yes [ ] No

	Usually	Sometimes	Never
10. I use government documents	[ ]	[ ]	[ ]

11. How do you find out if the library has a particular journal?

	Usually	Sometimes	Never
a. ask a librarian.	[ ]	[ ]	[ ]
b. look in the card catalog.	[ ]	[ ]	[ ]
c. use the Serials Book Catalog.	[ ]	[ ]	[ ]
d. ask your professor.	[ ]	[ ]	[ ]
e. other _____ (please specify).	[ ]	[ ]	[ ]

13. How often do you use bibliographies when doing library research?

Usually	Sometimes	Never
[ ]	[ ]	[ ]

If you have checked this box, go to Question 15.

14. To find bibliographies on my topic, I:

	Usually	Sometimes	Never
a. consult Bibliographic Index.	[ ]	[ ]	[ ]
b. note, in my use of magazine indexes, any references to bibliographies.	[ ]	[ ]	[ ]
c. use bibliographies at the end of books or chapters.	[ ]	[ ]	[ ]

15. When I complete my paper, I feel:

a. I may have missed some important literature on my topic.	[ ] Yes	[ ] No
b. since my grade is not affected by my library search, I only do what has to be done.	[ ] Yes	[ ] No
c. I have done a very thorough search and have not missed any important literature.	[ ] Yes	[ ] No

BLB
CLR-NEH
2-10-75

Appendix III

UNIVERSITY OF COLORADO LIBRARIES

BOULDER, COLORADO 80302

MEMORANDUM

TO: John Lubans, Jr., Project Director

FROM:

SUBJECT: REPORT ON STUDENT AND FACULTY CONTACTS ON BEHALF OF THE CLR-NEH PROJECT FOR THE MONTH OF _____

DATE:

Number of Classroom Contacts	Course Nos.	Instructor(s) (Names)
Total:		

Number of Individual Contacts	In Departmental		In Norlin		Total
Types of Questions:	Undergrad	Grad	UD	Grad	
1. Tutorial					
2. Ready Reference					
3. Other					
Totals:					

NOTES:

Please attach copies of written assignments, graphics, etc., prepared during this month on behalf of the project.